

The potential and limitations of visualisation as a method in learning social sciences and humanities

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Abstract

Introduction: the paper is concerned with potential and barriers of application of visualisation as a method in learning social sciences and humanities. Using and employing visual AIDS becomes the most important resource in modern pedagogical theory and learning process due to the improvement of traditional pedagogical tools and new interpretation of well-known methods. Materials and Methods: the methods of observation, analysis of test results, results of examination session, data of questionnaires were used during the elaboration of the paper. Results: a good visual aid in teaching political science is the smiley as a simplified graphical representation expressing the emotions of a speaker or a writer. Observation, survey and results of examinations indicate that the above visual solutions not only improve students' knowledge of subjects, but also improve the intellectual activity, contribute to the formation of the methodical approach to learning, associative thinking and creativity. Discussion and Conclusion: visualisation is a sign presentation of the content, functions, structures, stages of a process, a phenomenon through schematisation and associative and illustrative arrays. At the same time it is a way of transforming knowledge into real visual product with the author's personal touch. Initially, students learn to reflect by drawing the essence of rather abstract concepts such as "parity", "power" "freedom" etc. Assignments of higher levels involve the use of associative arrays, free images. By doing this, students do not just paint, but on their own initiative work with colours, seek to schematise information, sometimes dressing comments in lyrics.

<http://dx.doi.org/10.15507/1991-9468.083.020.201602.281-292>

Keywords

Associative arrays, Leading representation system, Mental cards, Schematisation, Structuring, Use of visual methods, Visualisation